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ABSTRACT

This paper provides (1) a profile of the Burton International School (BIS) in Detroit, (2) an account of the background to and aims of the school's three year pilot program for multiethnic, multicultural education (K through grade 8), and (3) brief descriptions of some of the educational activities and functions related to this program. Objectives of the career guidance program at BIS are listed. The Jobs at Burton International (JABI) and the Fun Interest Station (FIS) programs are outlined. In addition, the BIS reading program and the reading center are described. The ethnic and racial composition of the school at the end of 1980 is indicated in a school population report. Finally, directions to presenters at BIS are provided in four languages. (Author/RH)

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BURTON INTERNATIONAL SCHOOL

A DETROIT PUBLIC SCHOOL, K-8

Multiethnic Multicultural Education

PROFILE .... PROGRAMS .... PLANS

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Compilation and Some Descriptions by Joanne Wilson
Guidance Counselor, Detroit Public Schools

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Joanne Wilson
3343 Lawrence
Detroit, Michigan 48206
Tel. (313) 869-8863

Guidance Counselor
Science Teacher

General Background

Twenty-five years experience in public school education, as science teacher, expert parent consultant in private school for gifted, and recently, as guidance counselor in a multi-ethnic, multicultural kindergarten - middle school. Responsible for developing program of guidance and counseling and providing services as outlined in guidance model for Detroit Public Schools.

On-camera television teacher for Detroit Board of Education, Department of Educational Broadcasting. Wrote script for elementary science program, in association with science supervisory personnel and Department of Early Childhood Education. Performed on camera in program entitled "Science is Everywhere". (Television teacher. Program seen currently on Channel 56 on Thursday at 9:15 and 1:55 on Thursday, coinciding with school days; marketed in over 20 states, available on cassette from commerical firm.) Revised teachers' manuals for science program.

Education

BA, Zoology, Wayne State University
Graduate Studies, Elementary Science
MA, Guidance and Counseling, University of Michigan

Experience as Instructor

Instructor in science at Crosman, Pasteur, Hally, Brady Elementary Schools. Guidance counselor at Burton International School, 3420 Cass Avenue, Detroit, Michigan 48201, telephone (313) 831-5055.

Professional Licenses

State of Michigan Teacher's Certificate
State of Michigan Guidance Counseling Endorsement K - 12

BURTON INTERNATIONAL SCHOOL
3420 Cass
Detroit, Michigan 48201

SCHOOL PROFILE

Type of School	Detroit Public School Grades K - 8 Preschool, Headstart
Organization	Grades K - 3 are self-contained classrooms, Grades 4 - 8 platoon in the Detroit Plan, to special classes for one-half day, homeroom for one-half day. Special class teachers receive grades 4 - 8, maintaining conference records for one record class. Special classes are: gym, art, foreign language, and vocal music.
Administration	Thomas Daly, Principal Mattie Goldsby, Staff Coordinator
Counselor	Joanne Wilson
Community Agent	Dr. George McMahon Works to build strong community-school relations.
Multicultural Project Director	Michael Bartley Secretary, Christene Dastgerdizad Phone No. 832-0120
School Secretary	Susan Adlamini Phone No. 832-7442
Guidance and Counseling	The Guidance Program Model. The Guidance Program Model of the Detroit Public Schools is the guide. Implementation of the guidance progam model is the responsibility of the guidance counselor, assigned to the school in February 1979, and at present expanding the program to include middle school application.

School Population	480 students (minimum age 3 - maximum age 16) Students are drawn from widely separated areas of the city, representing many different ethnic groups and socio-economic groups.
Students and Their Languages	Bilingual and/or ESL service is offered to students who speak the following languages and are enrolled at Burton International School: Hindi, Philippino, Spanish, Maylalem, Urdu, Chinese, Punjabi, Laotian, Korean, Greek, Bengali, Cantonese, English, Guzrat Native lands represented at Burton International: India, Pakistan, China, the Philippines, Laos, Korea, Bangladesh, Mexico, Poland, Nigeria, Vietnam The students representing these countries make up a small percentage of the total population. Black American students - 34% White American students - 40% Not Native-born Americans - 26%
Staff	Teachers - 5; Self-contained primary grade homerooms, all subjects. Teachers - 4; grades 4, 5, 6, 7, 8 homerooms, 2 classes per teacher. Teachers, special classes - 4; Art, Gym, Foreign Language (French and Spanish), Vocal Music. Other Detroit Public School services provided as needed or required: speech, hearing correction. Instrumental Music Special Education rooms - 2; Early Elementary Academics Adjusted Studies
Curricula Particulars	Mathematics - taught in homeroom by homeroom teacher Comprehensive School Mathematics Program (CSMP), by Cemrel, Inc. used throughout grades Homeroom subjects: Language Arts Mathematics Dort Social Studies Literature
Multicultural Curricula	Piloted by selected grades. Lessons provided by Multicultural project.
Lunch	Hot lunch provided.

Transportation	School located on Dexter bus route. Students out of area arrange own tranportation.
Support Services	School Social Worker, 2 days per week Attendance Officer Dort Coordinator School Health Worker Teacher Aides
Bilingual/ESL	Teacher in Bilingual/ESL room services students who are assigned.
Student Teachers	Assigned by Wayne State University, Madonna College, University of Detroit

By: Joanne Wilson
Guidance Counselor

In May, 1978 Detroit's Burton Elementary School, which had served Region 1 community since 1912, was designated the Burton International School by the Detroit Board of Education. Burton International was also made a city-wide enrollment school, available by application to students from throughout the city.

Burton is located on Cass Avenue, halfway between downtown Detroit and its cultural center which includes the Detroit Art Institute, the Detroit Library, the Detroit Historical Museum, the Detroit Science Center, International Institute, Wayne State University, and other cultural institutions, all within walking distance.

Since it was built in 1912, Burton International School has served the waves of in-migrant children who have moved into the Cass Corridor area, and then on to other parts of the metropolitan area. Ten years ago, the children at Burton were 70 percent Appalachian white. Today only about 10 percent are. There are many Black Americans from other parts of the city and country and new Americans from other countries. Today, about thirty percent of the more than four hundred and thirty children at Burton are Black Americans. A few of the students are Native American, and approximately twenty to twenty-five percent are white American. Most of the children from foreign language speaking homes are from Third World countries and cultural groups - Chinese, Asian Indian, Pakistani, Filipino, Nigerian, Ibo, Laotian, and Vietnamese.

The very active, concerned citizens of the Cass Corridor, with the strong support of the Burton International School Community Council and Burton staff, during the spring of 1979 began to develop a plan that would make Burton a truly international school and a model of multicultural, multilingual education. As a result of the inservice workshops that emphasized the cultural and ethnic diversity of the school, community, and the contributions which each group could make, a pilot program funded under E.S.E.A. Title IV-C was initiated at Burton International.

During the three pilot years, Burton International will develop:

1. A school program, kindergarten through the eighth grade, to serve bilingual children most effectively and to function as a city-wide demonstration site and model for international, global, and multicultural education for the entire state. This may ultimately serve as an adjunct to Mayor Young's International Village concept for this area.

2. A multi-ethnic, multicultural, multilingual learning facility with materials and resources appropriate to the racial and ethnic diversity of its students.

3. Foreign, and a variety of conversational language classes for students in grades 4th through 8th.

4. A strong performing and visual arts program - music, dance, drama, graphic arts and crafts - which will draw upon and reflect the cultural and ethnic heritage of its students.

5. A strong active program in health and physical education.

6. A program offering students intensified study in areas of special interest, student projects, field trips, and participation in cultural and ethnic events and activities in the larger community.

7. Maintain and extend its present strong reading program, its media center which encourages children to read widely and its reading specialist to serve as a catalyst of the reading effort.

8. Provide supportive teaching in any area at any level whenever a student needs it so that every student succeeds.

9. Development of a multicultural instructional model that will serve as a city-wide model for the Detroit Public Schools.

Elements of the Multicultural Instructional Model

1. Each multicultural instructional unit will be designed to be used by teachers in the school for a month to six weeks. The six cultural/ethnic groups to be represented in the instructional units are:

   1. South Asian (Hindu, Pakistani, Bangladesh)
   2. West African/Black American
   3. Native American
   4. Southern White
   5. Chinese
   6. Middle Eastern (Arab, Israeli)

   Together the series of six instructional units will serve as a multicultural, multi-ethnic calendar for the school year. The calendar can be distributed to institutions and agencies in the Detroit Cultural Center area so they can know when resource people, materials, and events might be used most meaningfully at Burton International School.

2. Each multicultural instructional unit will include activities under each objective for each of three grade clusters - kindergarten - 2, grades 3 - 5, grades 6 - 8. Activities will be appropriate to the developmental level of students in these grade clusters. For example, activities for the youngest group will emphasize sensory-type and concrete experiences, activities for the 3rd - 5th grade groups will emphasize concrete, active, exploration experiences, and activities for the older children will emphasize more abstract tasks and approaches. Some activities may be used with all children, but care will be taken to recognize and meet the children at their instructional and developmental levels.

CAREER GUIDANCE IN THE MULTIETHNIC

MULTICULTURAL ELEMENTARY-MIDDLE SCHOOL

The objectives of the career guidance program at Burton International School:

1. To develop methods and strategies for obtaining active participation of faculty and administration, or parents and community in an effective career guidance program that addresses the need of a diverse student population.

2. To develop methods and strategies for providing inservice training to classroom teachers in the integration of career guidance into their units and daily lesson plans.

3. To plan a schedule of career guidance activities which provide information and work related experiences to a diverse student population, and include assemblies, classroom visits by consultants, skilled trade persons.

4. To take advantage of the resources at hand through on site visitations and neighborhood excursions.

5. To develop a career resource center with printed materials related to ethnic and racial successful involvement in career roles.

6. To obtain services of supportive personnel and community persons for the career guidance programs.

7. To use career guidance as a motivational and unifying tool in other applications of curricular materials and happenings.

8. To use career guidance activities and programs as enrichment in learning experiences, and to provide opportunities by which positive self-concepts are achieved and maintained.

By: Joanne Wilson
Guidance Counselor

JABI

by: Joanne Wilson
Guidance Counselor

JABI is an acronyn for JOBS AT BURTON INTERNATIONAL

JABI is a job employment service, conceived of and implemented by the counselor, Joanne Wilson

JABI is a career guidance strategy that requires the active participation of administration, faculty, students and staff

JABI fulfills one career guidance objective, common to elementary and middle school vital career program as suggested by the Detroit Public School guidance program model, in that it servies both as an infusion tool and it helps students individually and in groups to focus on self awareness and identification of strengths, weaknesses and interests.

JABI LOGO designed by a committee of students,

used on bulletin boards and printed JABI materials, the easily regognizable, ethnically adaptive figure is accepted and referred to by monolingual and bilingual students, and provides an instant communication symbol for the counselor.

HOW WAS JABI INITIATED BY THE GUIDANCE COUNSELOR?

Many steps were taken:

conference with administrator for support and approval of program, which would combine and integrate many existing job areas usually present in school organization - (safety boys, service girls, etc.)

eliciting of staff participation as

sponsoring teachers - those staff members who employ

cooperating teachers - those staff members who excuse students from class to perform job

acknowledging teacher - those staff members who are responsible for receiving records and reports

JABI IMPLEMENTATION What strategies were involved

teachers requested to create catchy want ads, furnished with a form to do so

students counseled as to their responsibilities to both sponsoring and cooperating teachers

parent support elicited for students acceptance into JABI

want ads were posted on JABI bulletin board students applied for positions via job applications

students interviewed individually

individual schedules arranged for by counselor

JABI groups taken on tours to JABI sites

report forms for JABI students designed by counselor and furnished to teachers involved
students given on-the-job training and placed in jobs.

HOW DOES JABI MEET CAREER GUIDANCE NEED OF DIVERSE STUDENT BODY?

JABI was tailored and amended to help the student, monolingual or bilingual, to develop attitudes and abilities which would help him/her relate to a wide range of ethnic groups and to function competently in a multi-ethnic world, while maintaining a prideful self concept.

Bilingual students were encouraged and selected to take part in JABI and directed to job experiences which promoted their total school involvement.

Monolingual students employed by JABI were instructed to extend their job experience to a bilingual or other ethnic group student, by inviting one such student per week to accompany him/her on assigned schedule.

JABI STUDENT IDENTIFICATION:

To unify student participation and provide a refreshing and new identification method, badges with symbols for job areas were created, "Badge a Minit" was employed.

JABI AND ART:

The art instructor volunteered to run a contest to select appropriate and colorful logos for various JABI jobs, such as hall guard, media, etc. This contest cemented the infusion efforts of JABI. Art students in the art class created attractive badges.

CLASS VISITATIONS:

To explain JABI in detail to students and teachers

PERSONAL CONTACT WITH SPONSORING TEACHERS AND COOPERATING TEACHERS:

To develop cooperatively, counselor and teacher, a job specification for each area of the curriculum which would receive a JABI student, and to determine the curriculum area which would release the student to JABI

JABI SITES WERE LOCATED AND STUDENT FUNCTIONS DELINEATED:

JABI SITES	STUDENT FUNCTION
Multicultural Project Office	clerical assistant artistic aide
Bilingual Education	tutor cross age counselor cross ethnic friend and talk partner
Media Center	audio visual assistant materials aid librarian
Counselor's Office	general office aide creative consultant for display work
Special Education rooms	teacher assistant
Lunch and Hall supervisory areas	general student assistant
School Office	general office assistant
Reading Center	group supervisors tutors, materials aide
Kindergarten	readers, play leaders
Homerooms	teacher's assistants DORT (Detroit Objective Reading Test) assistants
Special subject areas gym, music, foreign language, art	teacher's assistants equipment managers
Custodial areas	student assistants

F I S

FUN INTEREST STATION

What is FIS? A very special program of interest-centered activities that takes place at Burton International School on Friday afternoon.

Who develops and coordinates this program? Mrs. Mattie Goldsby, Staff Coordinator

Who takes part? Every student in the school, K - 8.
Every teacher assigned to the school.
The staff coordinator, the principal, the counselor, the parents, teacher aides, secretaries, health worker, community agent.
Friends, old and new.
The multicultural project director.
Experts from the university community.
Everyone takes or teaches a class.

How many children are absent on Friday? Very few. No one wants to miss FIS.

Why? Because of the interesting classes that take place during FIS.

Current offerings:
- Wall Murals
- Personal Hygiene & Grooming
- Chinese Cooking
- Journalism
- Dance, Music, & Art Activities
- Art
- Basketball & Soccer
- Cookery - Creative, Ethnic, Nutritional
- Reading Games
- Skill-Based Games
- Kickball
- Glee Club
- Square Dancing
- Macrame
- Modern Dance
- Jazzercise (Body Building)
- Science
- Health Education
- Sewing
- Embroidery
- First Aid
- Spanish & French (primary students)
- Roots
- Social Studies Experience Games

How is FIS accomplished? Teachers volunteer to teach special classes of their interest. Mrs. Goldsby arranges for students to sign up for classes of their interest and finds sites for classes that need them.

On Friday afternoon, at the FIS bell, students scurry to classes of their choice.

FIS and Career Guidance - Mrs. Wilson, counselor, teaches Journalism skills and career-related information. Reporters in this class report on FIS happenings.

Prognosis for FIS. Healthy, will continue and grow.

A VERY SPECIAL BURTON INTERNATIONAL SCHOOL EXTRA-CURRICULAR PROGRAM!

By: Joanne Wilson
Guidance Counselor

BURTON INTERNATIONAL SCHOOL READING PROGRAM

Burton International School uses the Ginn Rainbow 720 series as reading curriculum.

Students are given an initial placement test which indicates their placement at a specified level. Homeroom teachers receive designated levels and students interchange from homeroom placement to reading group placement at reading times. Reading clusters are maintained.

Much care is taken that students are placed at a comfortable level of the program. As they move through the program and complete a reading level, they are given a mastery test to determine if all skills are mastered.

Ginn Rainbow 720 is correlated with Dort. Dort is the acronym for Detroit Objective Reference Tests. This program is a reading management system used throughout the Detroit Public Schools to upgrade reading and make precise reading assessment and remediation methods uniform. Dort requires careful record keeping and monitoring scrutiny. Dort specialists visit to check the system.

Children with learning problems are sent to reading laboratory, described separately, for remedial instruction. When the student in remedial reading reaches grade level, he is returned to regular class and replaced with other students requiring remediation. The reading specialist arranges for all remediation programs and scheduling.

Career & Guidance Groups at Burton International

Big Brother, Big Sister
Journalism during FIS
Speaker's Bureau
Group Guidance
Jabi
Girls & Boys International
Student Council
Yodas (for older students, overage)

By: Joanne Wilson
Guidance Counselor

DESCRIPTION OF READING CENTER

Objective: Upon completion of each grade level, Burton students who have been in attendance 80% of the school year will average ten months growth in reading and math by June 1981.

The Reading Center at Burton International School has been designed to provide Remedial Reading/Math Instruction to the target population under the Title I Program. The target population consist of those students who are educationally deprived children living in school attendance areas with high concentrations of children from low-income families (see subsection 1.1 of the Program Guide, 44-45A).

Test scores in reading and mathematics, as well as teacher recommendation is the criteria used for pupil selection in the Reading Center. In the area of reading, the pupils are reading half a year or more below grade level.

At the beginning of the school year, tests are administered to the students and a plan for remediation is then prescribed. Time is allotted to the students meeting the requirements to attend the Reading Center throughout the week.

The Reading Center requires maximal flexibility and is unique in its own way. Students learn by methods which are best suited to meet their individual needs, whether it is by small, large group, or individualized instruction. A variety of learning devices and aids such as the Ginn 720 Reading Materials, DCMP Math Materials, learning centers, math and reading games, survival kits, tape recorders, filmstrips, prescriptions, contracts, book clubs, and other high interest materials are utilized in the Reading Center.

Once a student has shown significant improvement and has been retested in the academic subjects involved, he will no longer require remedial instruction from the center and is then replaced by another student needing such services.

Remedial Reading/Math Teacher: Paula H. Smith
Burton International School
1980-81 School Year

BURTON INTERNATIONAL SCHOOL POPULATION 12/16/80

Black - 169 - 34%
White - 197 - 40%
Ethnic - 126 - 26%

Total 492

Includes pre-school

Those coming from the School area (Cultural Center to Downtown; John Lodge to Chrysler)

Black - 95 - 28%
White - 136 - 40%
Ethnic - 112 - 33%

Total 343

Those coming from Outside School area

Black - 74 - 50%
White - 61 - 41%
Ethnic - 14 - 9%

Total 149

% Coming from Outside School Area by Racial Group

	# in Burton	# Outside area	% of Racial Group Outside Area	By Fraction
Black	169	74	45%	1/2
White	197	61	31%	1/3
Ethnic	126	14	11%	1/10
Total	492	149	30%	1/3

Transiency Rate
(July - December 1980)

Students inside area (101 or 30%)			Students from outside area (31 or 20%)			
Black	White	Ethnic	Black	White	Ethnic	Total
34 36%	40 30%	27 24%	17 23%	9 15%	5 36%	132

Total $\frac{132}{492}$ = 27%

In the early 60's, transiency rate was consistently around 160% a year.

Prepared by Dr. George McMahon

DIRECTIONS TO PRESENTERS AT BURTON INTERNATIONAL SCHOOL

WELCOME TO OUR SCHOOL!

THE BOYS AND GIRLS, AND EDUCATORS TOO, WILL BE MOST INTERESTED IN HEARING ABOUT YOU, YOUR WORK, YOUR EXPERIENCES IN YOUR PREVIOUS COUNTRY AND IN AMERICA. THESE QUESTIONS WILL HELP GUIDE YOU AS YOU TALK TO _____, IN ROOM _____.

THE BOYS AND GIRLS ARE INTERESTED IN THESE OCCUPATIONS: 1. _____

2._____ 3._____

QUESTIONS:

What training or education have you had in preparation for your job?

What is the name of the work you do? Will you describe your job?

What languages do you speak? Has your language background been helpful to you in your work? How?

What kind of advice would you give children about preparing for a career?

What are the career opportunities open to you in this country?

What were the career opportunities open to you in your former country?

What kinds of materials can you show us or tell us about that you use in your work?

The boys and girls of Burton International will write you a letter about your appearance today. Many thanks.

Joanne Wilson
Guidance Counselor

Bienvenue o nôtre école!

¿Quelle sorte d'éducación avez vous tenu ꝑ comme preparation dans votre travail.

¿Comment s'appelez le travail que vous faites? Décrivez votre travail.

¿Combién des lengues parlez vous? ¿est-ce que ce lengue vous aidez dans vôtre travail? Comment?

Quelle sorte d'avis donnerez vous aux enfants sur la preparation pour une carrière?

Quels sont les oportunités pour vous dans ce pays.

Quels sont les oportunités pour vous dans vôtre autre pays.

¿Quelles sortes de materiaux pouvez vous nous dire et montrer ~~sur~~ que vous utilisez dans vôtre travail.

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Guidance Counselor

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¿Qué tipo de aviso le daría Ud. a los niños sobre la preparación de una carrera.
¿Cúales son las oportunidades de una carrera para Ud. en este país.
¿Cúales eran las oportunidades en su carrera en su país anterior.
¿Qué clase de materiales nos puede enseñar que Ud. usa en su trabajo.

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Joanne Wilson
Guidance Counselor

اهلاً وسهلاً بكم في مدرستنا بيرتن انترنا شيونال.
هنالك عدة اسئله نود طرحها عليكم للاجابة عليها ...

* ماهو المؤهل العلمي او التدريب المهني الذي حصلت عليه للقيام بعملك ؟
* ماهو نوع العمل الذي تقوم به ؟
* ماهي لغتك الأم. وهل هي عامل مساعد في عملك ؟ وكيف ؟ .
* ماهي النصائح التي تقدمها للاطفال لنيل تاهيلهم للمستقبل سواء في الناحيه الاكاديميه او المهنيه ؟
* ماهي فرص العمل المتوفره لك في هذا البلد ؟
* ماهي فرص العمل المتوفره لك في بلدك ؟
* ما نوع المواد التي تستعملها في عملك ؟ وهل يالامكان وصفها لنا ؟

المرشده المشار اليها
جوان ويلسن